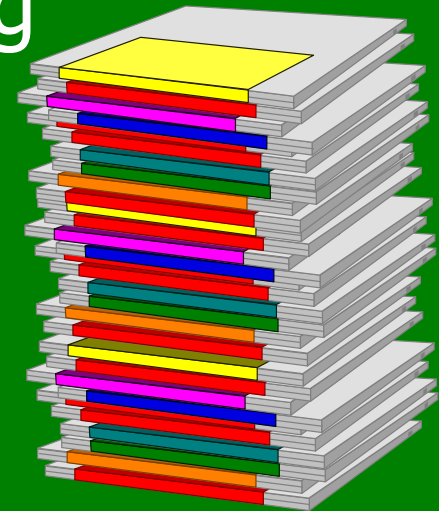# Using Students as Resources for Data Collection and Decision Making

MBI Facilitator Training

Evaluation

Evaluation involves determining the worth or value of something.
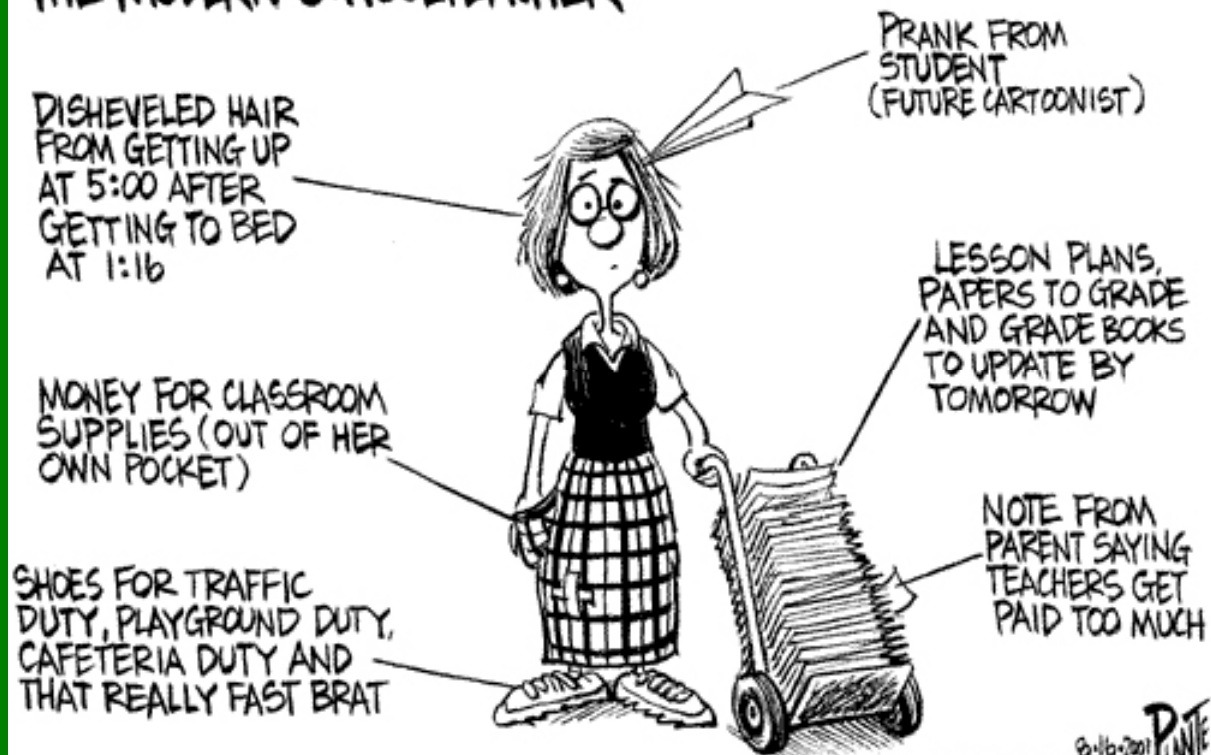
Adapted from:

Listening to Student Voices

Northwest Regional Educational Laboratory

That's NOT My Job!

author: **Unknown**

This is a story about four people named EVERYBODY, SOMEBODY, ANYBODY, and NOBODY.

There was an important job to be done and EVERYBODY was sure that SOMEBODY would do it. ANYBODY could have done it, but NOBODY did it.

SOMEBODY got angry about that because it was EVERYBODY'S job! EVERYBODY thought ANYBODY could do it, but NOBODY realized EVERYBODY wouldn't do it.

It ended up that EVERYBODY blamed SOMEBODY when NOBODY did what ANYBODY could have.

Importance of Student Voice

- Students are important stakeholders - it's their education.
- Research.
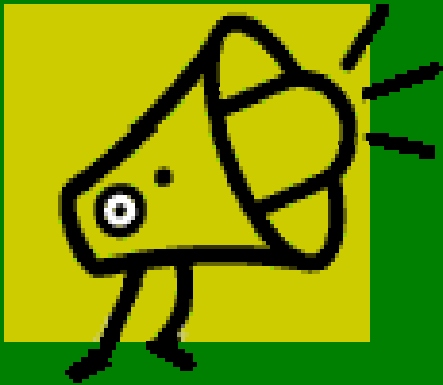
"The only group whose voice seems strangely absent in this chorus of ideas and counter ideas is that of the students themselves." (Johnson, 1991).

Importance of Student Voice

- Getting students involved can prevent self-study from becoming a paper shuffle without substance.

- Committed students help move the process along.

Big Ideas

- Students will greatly benefit from improvements that they are involved with implementing.

- Schools can learn from students' input about instruction, climate, and classroom structure.

Big Ideas

- Students learn new skills from their involvement in school improvement and restructuring efforts.

The Result…

A low-cost, flexible data collection system that promotes student leadership while encouraging relationships within schools.

3 Methods:

1. Data in a Day (DIAD)
2. Student-Led Focus Groups
3. Analyzing Surveys with Kids (ASK)

- *"...when you've got an adult and a child on the same team ...suddenly the size doesn't matter ...we're both looking for whatever it is we can do to fix that picture for kids ..."*

  Ken Hansen, Teacher
  North Salem High School
  Salem, Oregon

METHOD 1: Data in a Day (DIAD)

I. Short, intensive method

II. Facilitator works collaboratively with staff and students to:

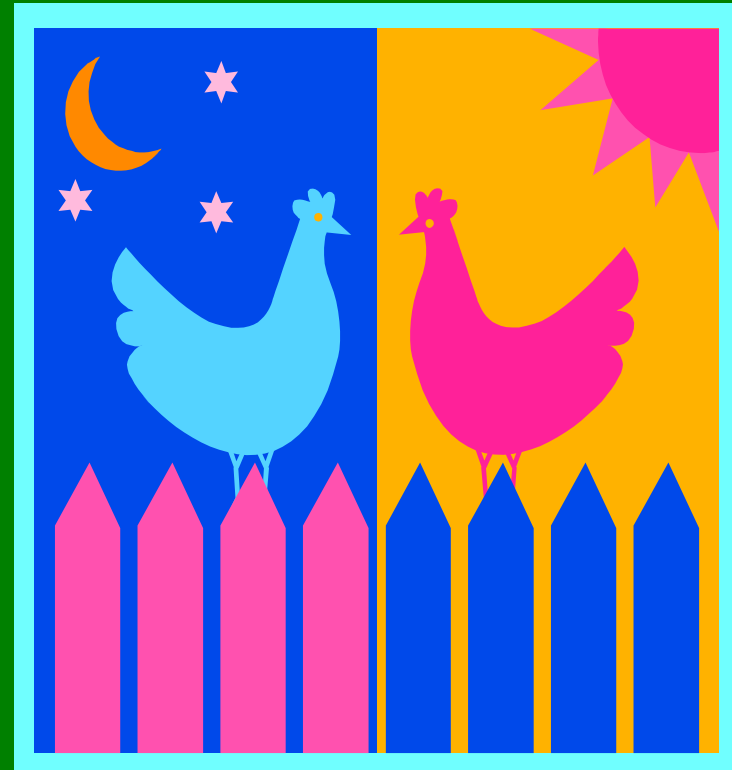A. Select critical themes to observe at the school.

B. Summarize data collected about these themes and present them back to the school.

Handout 1

How Data in a Day Works

Preparing

- Select Team
- Select 24 hour day

Handouts 2 and 3

How Data in a Day Works

- Preparing
  - Identifying a Theme
    - Develop evaluation questions.
      - What do you want to know?
    - Identify indicators for answering each question.
    - What information can be collected?

Basic Evaluation Questions
Sugai 11-26-03

What does "it" look like now?

Are we satisfied with how "it" looks?

What would we like "it" to look like?

What would we need to do to make "it" look like that?

How would we know if we've been successful?

What can we do to keep "it" like that?

Definitions of Self-Study Areas

What to look for in the practice of:

A. Feedback and Reinforcement.

Teacher-defined attributes :

B. Tells kids how they are doing right away.

Praises students for correct answers.

Shows students how to provide feedback to each other.

What is means to the research team:

C. Students feel comfortable asking if they are on track.

How Data in a Day Works

- Preparing
- Identifying a Theme
  - Observing – Guidelines:
    - -Watch quietly while observing.
    - -Take notes.
    - -Show respect for teachers and students during and after your visit.
    - -Share what you have observed with this group of researchers *only.*

Observation Form

Observations for the practice of: Feedback and Reinforcement

Number of examples of this practice: IIII

Strengths: It was used when the teacher saw a mistake and crossed it out on student papers 5X.

Teacher got excited about a well-traced map 6X.

Concerns/questions:
The same 5 or 6 students were praised. No kids were helping each other.

How Data in a Day Works

- ✓ Preparing
- ✓ Identifying a Theme
- ✓ Observing
  - Analyzing

Summary of Observations: Feedback and Reinforcement

Classroom 1

Grade level: _6_ Content being taught: _map skills_

Description of relevant classroom activity in self-study area: Students tracing a map of their town and adding legends

Number of times observed: 5 or more: _X_ 2-4__0-1__

Team questions or concerns related to this practice:

Only six students were praised.

Questions: Should teachers focus their praise on students who need it most?

How do students feel about teachers focusing on specific students?

How Data in a Day Works

- ☑ Preparing
- ☑ Identifying a Theme
- ☑ Observing
- ☑ Analyzing
- ▪ Applying Information

Analysis Group Key Observations and Questions

Results from the Analysis Group for Feedback and Reinforcement Final Summary

Demographic Data (# of classrooms observed, grade level, class size, etc.)

Key Observations Made:

1.

2.

3.

Questions Discussed by Analysis Team

1.

2.

METHOD 2: Student-Led Focus Groups

A way to hear from students, while staff or other adults listen and later use what they hear.
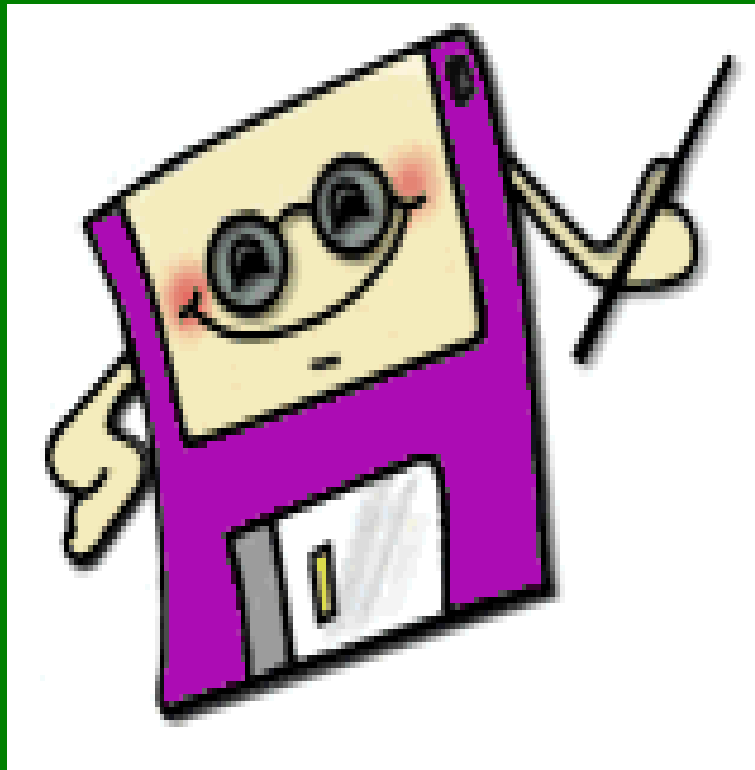
How the Focus Group Process Works

Preparing: The school generates four to six questions for students to answer, such as:

~What do good teachers do at school?

~What makes a good student?

~What would make this school a better place?
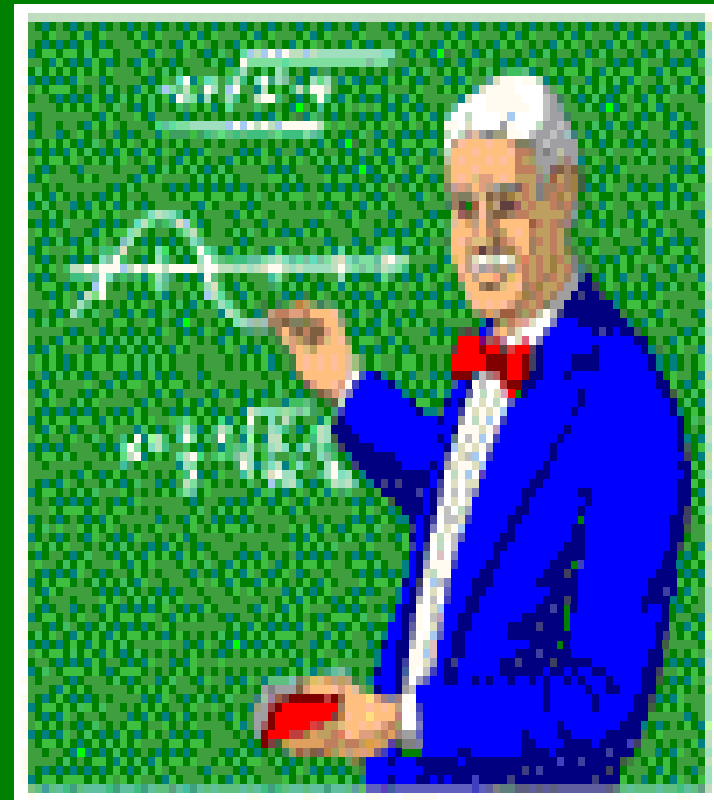
How the Focus Group Process Works

Conducting the focus group:

- 12-20 students sit in a circle
- Outer circle of teachers, school administrators, parents listen to students. They do not speak.

How the Focus Group Process Works

Conducting the focus group:

- Adult facilitator
- Students choose peer facilitator
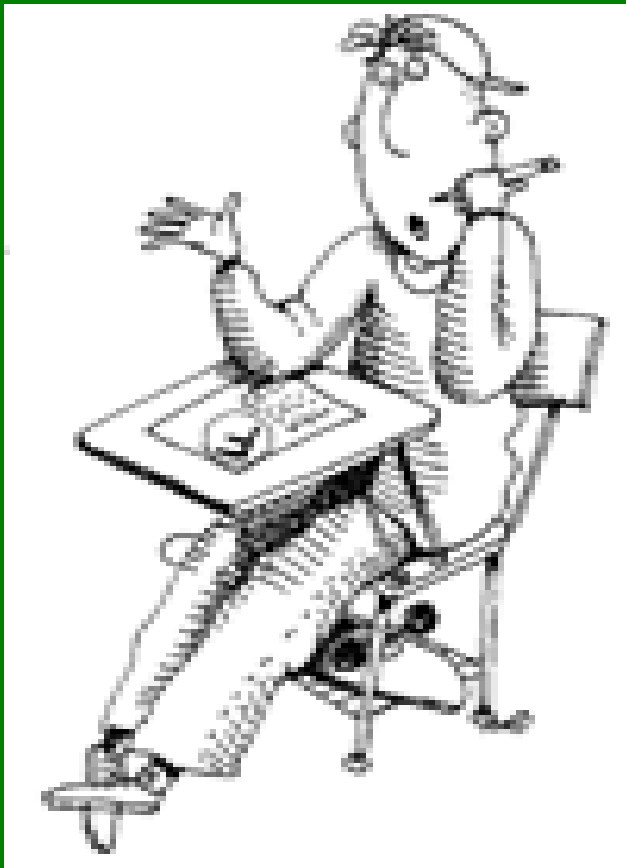- Students record notes and manage the flow of the discussion

How the Focus Group Process Works

Adults Responding:

- Adults change places with students and reflect on what was heard.

- If time, adults answer same questions.

How the Focus Group Process Works

Making decisions that reflect student perspectives.

- a public announcement about decisions made.

- *Method 3: Analyzing Surveys with Kids (ASK)*

- Step-by-step process.
- Involves students as active participants in the survey process.
- Kids are the data analysis workforce.
- Use their knowledge to help interpret the results and to formulate recommendations.

Analyzing Surveys with Kids (ASK) – Six Steps

1. Preparing for analyzing surveys with kids
2. Conducting the Survey
3. Getting ready to analyze and interpret data
4. Students analyze and interpret data
5. Generating solutions and recommending action
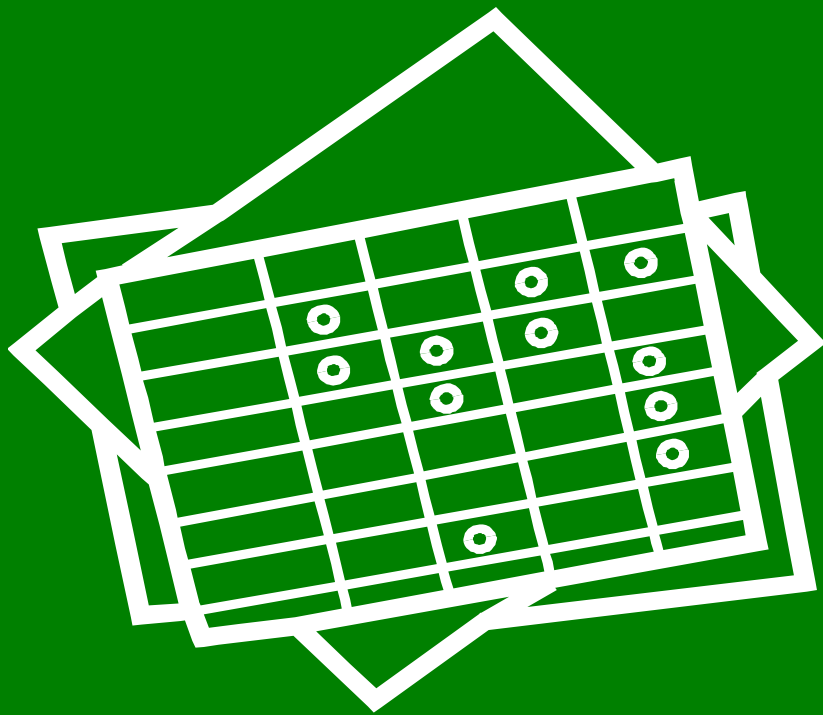6. Follow-up

How the ASK Process Works

Preparing & Conducting the Survey:

- What kind of survey and why.
- Students review survey.
- Students recommend changes.
- Give survey.

How the ASK Process Works

Getting ready and analyzing data:

- Graphs or charts are created for items of interest .

- Small student groups are selected to review parts of the survey results.

How the ASK Process Works

Generating solutions and recommendations:

When the students understand and discuss the results, they make recommendations for improvement using a narrative format.
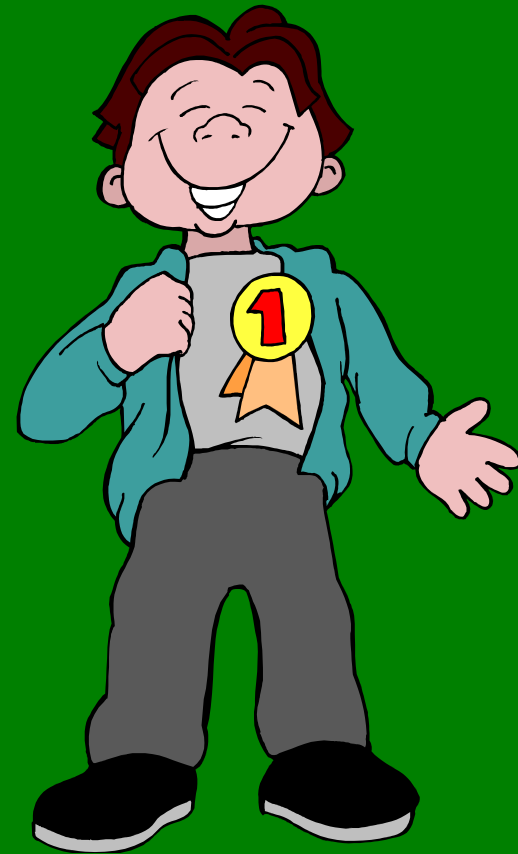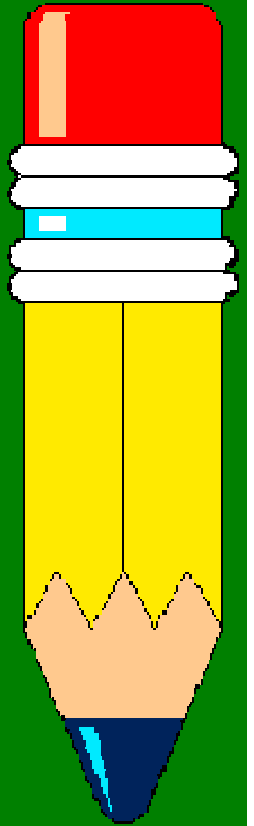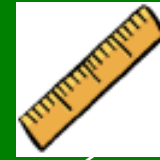
Narratives

A narrative is a factual statement of an important result.

Narratives:

- Focus on the most important part of data.

- Are written in factual, non-evaluative language.

- Are statements that describe positive and negative trends.

Why Activity Worksheet   Handout 8
(*Cluster of narrative statements)*

Older students feel teachers respect their opinions.
Because students:

Who are older do a better job of expressing opinions

-Because our society: -Because our school staff:

Rewards older students.   Teachers have more
                                      experience at higher grade
Think its OK to give 9th   levels.
graders a hard time.
                                      Older students get to study
                                      more of what they want.

Some problems or concerns the school should begin working on:

Find ways to give more respect to 9th graders. Help 9th graders
choose some classes so they can study more of what they like.

More or Less Worksheet

Student Suggestions

Problems & Concerns Identified	Do More of This:	And do Less of this:
Boys are less likely to tell class their thoughts. *Current Activities to address it: None*	Give students safe options for presenting their ideas like 3x5 cards.	Calling on students and—when they are reluctant to talk— telling them they are unprepared or stupid.
Girls talk a lot in class. *Current Activities to address it: None*	Make sure there are times for quiet kids to talk.	

Action Planning Worksheet

Problem	Action	Who	Timeline
Girls talking dominated some classes.	Ask one student to observe & give feedback.	Ask a few teachers to try out & see what they learn.	Bring up Nov. staff meeting & report in Dec.
	Set aside time for boys only to talk.	Can be done in any classroom.	Teacher talks with kids to see if they want special talk times.

Action Planning Worksheet

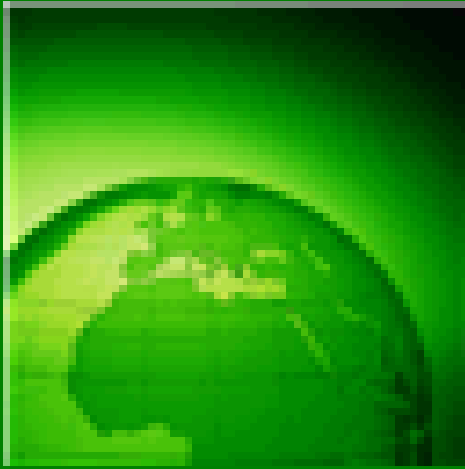| Problem	Action	Who	Timeline
Participation in homecoming is poor.	Raffles at Game.	Parent Council.	Ask at next PC meeting ready by Oct.
	Free hot dogs and soda from Boosters.	Booster Club & Student Volunteers	Call Booster Pres./Sign up list for Volunteers

How the ASK Process Works

Responding/Follow-up:

- School staff listens to student recommendations.

- Provide feedback to the students about their ideas.

- Describe how this information will be used.